DOCUMENT RESUME

ED 051 305 TM 000 683

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TITLE	Self-Concept Measures: An Annotated Bibliography.
INSTITUTION	Educational Testing Service, Princeton, N.J. Head Start Test Collection.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 71
NOTE	11p.; Test Collection Report
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies, Attitude Tests, *Early Childhood Education, Grade 1, Grade 2, Grade 3, Personality Tests, *Preschool Tests, *Self Concept, *Self Concept Tests, Self Evaluation, Testing, Test Reliability, Test Selection, Test Validity
IDENTIFIERS	*Project Head Start

ABSTRACT

Twenty-seven instruments appropriate for measuring self-concept in children from the preschool level through the third grade are listed. Information concerning the purpose of the instrument, nature of the materials, groups for which it is intended, administration, scoring, interpretation, and standardization are included when available, together with the source from which the instrument may be obtained. The bibliography is seen as an initial screening device in the search for appropriate tests. (AE)

ED051305

HEAD START

TEST COLLECTION REPORT

SELF - CONCEPT MEASURES

An Annotated Bibliography

TM 000 683

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April 1971

INTRODUCTION

This annotated bibliography is concerned with a variety of self-concept measures appropriate for use with children from the preschool level through the third grade. The instruments included were located through a search of dissertation abstracts, documents held by the ERIC Clearinghouse on Early Childhood Education, and the Head Start Test Collection at Educational Testing Service. It is anticipated that this report will be revised periodically as new instruments are developed and located.

The main section of this report is preceded by a table listing the instruments in alphabetical order and providing the page number on which each may be found. The entry for each measure starts with the author and test title, followed by the source from which it may be obtained. The annotation provides information concerning the purpose of the instrument, nature of the materials, groups for which it is intended, administration, scoring, interpretation, and standardization.

Since many of these instruments are of an experimental nature or are in the early stages of development, all the information desired was not always available. For example, a few instruments did not have any official title. At times, the copyright date was not provided, although it is probable that the author wished to protect his work from unauthorized publication. Sometimes the nature of the population for whom the instrument is intended was not quite clear. Often, information on reliability, validity, and norming was either missing or incomplete. In every case, however, the author of this report has attempted to provide as much of the essential data as possible.

This report is not intended to serve as the sole basis for selecting an appropriate instrument for a specific project. It provides a list of instruments purporting to measure self-concept, and gives a thumbnail description of each. As such, it can best serve to draw attention to measures which might otherwise be overlooked, and to assist the user as an initial screening device in his search for appropriate materials. However, after the field has been narrowed down to a few likely candidates, the user is urged to obtain copies of all materials associated with each one, and to examine these in detail before making his final selection.

GRADE TABLE

This table shows the tests available and the grades for which they are considered suitable. Descriptions of the tests and supporting material will be found on the pages indicated.

	Preschool	*Kindergarten*	*1st*	*2nd*	*3rd*	*Page*
Animal Picture Q-Sort	X	X	X	X		8
Brown-IDS Self-Concept Referents Test	X	X				3
Children's Projective Pictures of Self-Concept	X	X				7
Children's Self-Concept Index			X	X	X	6
Children's Self-Social Constructs Test	X	X	X	X	X	7
Creelman Self-Conceptions Test			X	X	X	4
Faces Scale			X	X	X	5
Global and Specific Self-Concept Scale (Primary)			X	X	X	9
How I See Myself Scale					X	6
How Much Like Me?					X	3
Illinois Index of Self-Derogation–Form 3					X	7
Inferred Self-Concept Judgment Scale	X	X	X	X	X	7
Learner Self-Concept Test	X					8
Measurement of Self-Concept in Kindergarten Children		X				6
Perception Score Sheet		X	X	X		4
Pictorial Self-Concept Scale		X	X	X	X	3
Piers-Harris Children's Self-Concept Scale					X	8
Preschool Self-Concept Picture Test	X					9
Responsive Self-Concept Test			X			5
Riley Preschool Developmental Screening Inventory	X					8
Self-Concept and Motivation Inventory	X	X	X	X	X	4
Self-Concept as a Learner Scale–Elementary					X	5
Self-Concept Instrument–A Learner Scale					X	6
Self-Concept Interview		X				5
Self-Concept Sub-Scale of the Evaluation Scale	X	X				4
Thomas Self-Concept Values Test	X	X	X	X	X	9
When Do I Smile?			X	X	X	3

1. American Institutes for Research (AIR), *How Much Like Me?*

   From: Dale W. Dysinger, American Institutes for Research, 135 North Bellefield Avenue, Pittsburgh, Pennsylvania 15213

   Measures general self-concept in children in the third through the fifth grades. This is an untimed, self-administered assessment instrument which may be used in groups. The child is asked to read a concept and then rate, on a five-point scale, how much it is like him. No training is necessary to administer the test. Psychometric data on the test is not yet available.

2. American Institutes for Research (AIR), *When Do I Smile?*

   From: Dale W. Dysinger, American Institutes for Research, 135 North Bellefield Avenue, Pittsburgh, Pennsylvania 15213

   Measures self-concepts with regard to school, parents, and social activities. First to third and third to fifth grade forms are available. The test is examiner-group administered and paced for the first group; self-administered and untimed for the second. Examinees answer questions by checking a picture-type (faces varying in expression) graphic rating scale. The majority of the items are school related. The test-retest reliability was .42 for 100 cases tested after 4 months. Internal consistency as estimated by the Spearman-Brown technique was .82 for 200 cases. Norms are provided for grades 1-3 (N = 150), and grades 4-5 (N = 100).

3. Bolea, A. S., Felker, D. W., & Barnes, M., *Pictorial Self-Concept Scale*

   From: Angelo S. Bolea, Institute for Child Study, University of Maryland, College Park, Maryland 20740

   Measures self-concept, with regard to Jersild's categories, in children from the kindergarten through the fourth grade. The test is group-administered and is untimed. The test materials consist of a deck of cartoon pictures with a starred central figure. The child is asked to sort the cards into three piles according to whether the starred figure is like him, sometimes like him, or not like him. Forms are available for boys or girls. Training is unnecessary to administer the test. Scoring is by hand or computer and is based on a weighted sum. PCS scores distinguish students with positive and negative self-concepts as judged by others. Fourth-grade scores correlate .53 for girls, .31 for boys, and .42 for the total group (Ns = 30, 33, and 63, respectively) with Piers and Harris Self-Concept Scale scores (see 22). The split-half reliability with 1,813 subjects was .85 corrected for length. Means by grade and sex are available.

4. Brown, B., *Brown-IDS Self-Concept Referents Test*

   From: Institute for Developmental Studies, New York University, Washington Square, New York, New York 10003

   Measures general self-concept in preschool and kindergarten children. The test is individually administered and untimed. Testing over two days is recommended for the younger child. A Polaroid picture is taken of the child and he is then asked questions about the picture. The different referents used are: the child as he sees himself, as he sees his mother seeing him, his teacher seeing him, and his peers seeing him. Experience is necessary to administer the test. After an interval of 3 weeks, test-retest reliability coefficients for 38 black and 36 white four-year-olds were .71 and .76 respectively, for the "Self as Subject" referent. Score differences between children of different socioeconomic strata have been noted.

5. Butler, A. L., Church, M., & Swayze, M., *Self-Concept Sub-Scale of the Evaluation Scale* (SCES)

   From: Indiana University Bookstore, Bloomington, Indiana, $1.25 (C. 1965)

   A subscale of the Evaluation Scale, this is a narrative-type descriptive rating scale designed to measure general self-concept in preschool and kindergarten children. The child is rated by judges (untimed). Six items assess self-awareness, feelings about self, progress toward self-sufficiency, task involvement, openness to new experiences, and ability to relate to others. Rating is on a five-point scale and some training is needed to be a judge or rater. Psychometric data was not available for review.

6. Combs, A. W., & Soper, D. W., *Perception Score Sheet*

   From: Arthur W. Combs, University of Florida, Gainesville, Florida 32601

   Designed to measure general self-concept in kindergarten and first-grade children. On the basis of unobtrusive observations, interviews, and projective tests, an observer infers a child's self-concept. The Perception Score Sheet has ten subscales: self generally, self as instrument, self with peers, self with adults, self with teachers, self and the school curriculum, perceptions of children, perceptions of adults, perceptions of teachers, and perceptions of school. Training for raters is necessary. Reliability of the perceptual inferences is assumed by the authors on the basis of communalities from factor analysis.

7. Creelman, M. B., *Creelman Self-Conceptions Test* (CSC)

   From: Marjorie B. Creelman, College of Arts and Sciences, Cleveland State University, Cleveland, Ohio 44115 (C. 1954)

   Measures self-esteem and social or moral standards in children from preschool through the sixth grade. The test is available in three forms and may be administered individually or in groups. The instrument is paced, but untimed, and requires 2 to 2½ hours to administer. The test materials consist of 24 plates, each containing 8 drawings. On three different occasions, the child is asked to choose drawings from a plate, using different criteria each time. Some experience is required to administer the test. Scoring is based on choice coincidence. A test manual is available. Psychometric data was not available for review.

8. Farrah, G. A., Milchus, N. J., & Reitz, W., *Self-Concept and Motivation Inventory (What Face Would You Wear?)*

   From: Person-O-Metrics, 20504 Williamsburg Road, Dearborn Heights, Michigan 48127

   Measures self-concept with regard to school (role expectation, achievement needs, failure avoidance, and self-adequacy). Preschool/Kindergarten, Early Elementary (1-3), Later Elementary (3-6) and High School forms are available. The test is examiner-administered to groups and is paced (25-30 minutes). On the Preschool/Kindergarten and Early Elementary forms the child responds to questions by marking on faces (happy, sad, etc.) with a crayon. No training is needed to give the test. Reliability for Preschool/Kindergarten, Early Elementary, and Later Elementary forms was calculated at .79, .77, and .83 respectively. Grade-level quartile norms are provided (N = 300-500). A test manual and machine-scorable response sheets are available.

9. Fisher, J. K., *Self-Concept as a Learner Scale–Elementary* (SCAL-E)

From: John K. Fisher, Department of Psychology, Edinboro State College, Edinboro, Pennsylvania 16412

Designed to measure self-concept, with regard to learning in students from the third through the sixth grades. SCAL-E purports to assess motivation, task orientation, problem solving ability, and class membership. The test is examiner- or self-administered to groups and is untimed. The child is asked to determine whether statements are descriptive of him. Psychometric data was not available for review.

10. FitzGibbon, A., *Responsive Self-Concept Test*

From: Ann FitzGibbon, Far West Laboratory for Educational Research and Development, 1 Garden Circle, Hotel Claremont, Berkeley, California 94705

Measures, in first and second grade children, nine psycho-social factors: self-awareness, emotional affect, relationship with family, relationship with peers, verbal participation, approach to learning, reaction to success/failure, self-satisfaction, and level of aspiration. The test is administered to small groups and is paced. Eight test forms are available: male and female forms for whites, blacks, Orientals, and Mexicans or Spanish Americans. A picture of the child is needed and he is asked to judge whether the examiner is talking about him, about someone he knows, or someone he does not know. Experience is necessary to administer the test. Psychometric data on the test is not yet available. A teacher's rating scale assessing the nine factors is available.

11. FitzGibbon, A., & Nimnicht, G., *Self-Concept Interview*

From: Ann FitzGibbon, Far West Laboratory for Educational Research and Development, 1 Garden Circle, Hotel Claremont, Berkeley, California 94705

Measures self-concept with regard to school and peers in school in 5- and 6-year-olds (kindergarten). Individually administered and untimed, the instrument is a partially-structured interview and seeks to assess the child's perception of his cognitive skills and his ego capacity for handling these skills. The interview begins by showing the child a picture and encouraging him to talk about the picture. The structured part (about 20 questions) starts when he volunteers no more information. He is encouraged to volunteer more conversation after these questions are finished. Scoring is based on summing points from both the structured and unstructured portions of the interview. Training is needed to give the test. Correlations between test results and teacher judgments of the child's ego resources and school success, of .45 and .02, respectively, have been noted.

12. Frymier, J., *Faces Scale*

From: Jack Frymier, School of Education, Ohio State University, Columbus, Ohio 43210

Assesses self-concept with regard to school, social relationships, physical development, home life, and situations, in children from the first through the third grade. The test is group administered and is paced. The child is asked to check the face, either a sad or happy one, which best expresses his feelings about a given situation. No training is necessary to administer the test. Psychometric data was not available.

13. Gordon, I. J., *How I See Myself Scale*

From: Ira J. Gordon, Director, Institute for Development of Natural Resources, College of Education, University of Florida, Gainesville, Florida 32601. Manual available from the Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601, for $1.00.

Designed to measure self-concept with regard to body, peers, teachers, school, and emotional control in children from the third through the sixth grade (elementary form). The test is self-administered and untimed. The test assumes that self-concept is not a unitary trait, but has a factor structure. Test items require the child to respond to bipolar statements on a scale from 1 to 5. No training is necessary to administer the test. Test-retest reliability for 34 third graders was .78 for the total score. Norms are provided for grades 3-12 by sex, race, and social class.

14. Helms, D., Holthouse, N., Granger, R. L., Cicirelli, V. G., & Cooper, W. H., *Children's Self-Concept Index* (CSCI)

From: Westinghouse Learning Corporation, 100 Park Avenue, New York, New York (C. 1968)

Modeled after Meyerowitz's test (see 20), this instrument measures peer acceptance at home and in school in children from first through the third grade. The test is group administered and untimed. CSCI consists of 26 pairs of stick figures with corresponding pairs of statements (one favorable and the other unfavorable). For each item, the child selects the figure (and statement) most like himself. Training is unnecessary to administer the test. Internal consistency coefficient was .80, computed on a sample of 100 second-grade pupils. Test-retest reliability obtained after a 2-week period was .66. Rank order correlations of scores with teacher ratings of the child's self-concept for 4 different classrooms were .41, .60, .20, and .40. Standardization data from a sample of 1,900 disadvantaged children in the first, second, and third grades from 9 geographic areas is available.

15. Levin, L. Y., & Lafferty, J. C., *The Measurement of Self-Concept in Kindergarten Children*

From: Research Concepts, 36176 Parkdale, Livonia, Michigan 48150 (C. 1967)

Measures general self-concept and non-self-concept in kindergarten children. The test is an untimed, examiner-administered group measure. There are sixteen separate administrations, each approximately one week apart, at which the children are asked to draw a picture spontaneously, based on eight non-self and eight self-concept topics. Some of the pictures are drawn after the children have listened to a story, looked at a cartoon, or seen a movie; others are not. Suggestions for the stories, cartoons, and movies which act as stimuli are provided. Crayons and construction paper are needed to take the test. Experience is needed to administer the test. A test manual which includes score frequency distributions, information on validity studies done to date, and a discussion on reliability is available.

16. Liddle, G. P., *Self-Concept Instrument–A Learner Scale*

From: Gordon Liddle, West Education Annex, University of Maryland, College Park, Maryland 20740

Designed to measure self-concept with regard to learning in children from the third through the sixth grades. The test is examiner- or self-administered to a group and is untimed. The students are asked to judge whether 36 statements are or are not true of them. No training is needed to give the test. Nineteen students, given the test twice at an interval of three weeks, marked 79.5 per cent of the items in the same fashion. Although reliability estimates are based on small samples, the test discriminates between students nominated as having high and low self-concepts.

17. Long, B. H., Henderson, E. H. & Ziller, R. C., *Children's Self-Social Constructs Tests* (CSSCT)

From: Edmund H. Henderson, The Reading Study Center, College of Education, University of Delaware, Newark, Delaware 19711 (C. 1967)

Measures social self-concept. Preschool, primary, and adolescent forms are available. The preschool form of this attitude test is individually administered and untimed (approximately 10 minutes). The primary form is group administered and paced (20-45 minutes). Each form is designed to measure self-esteem, social interest, identification, minority identification, realism to size, and preference for others, while the primary form adds complexity as well. Test items consist of arrays of circles and other figures. A child is required to select a circle, draw a circle, or paste in a gummed circle to represent himself or some other person among those presented. Certain aspects of the child's conceptions of himself are inferred from an analysis of the arrangements. Experience is required to give the test. A manual, presenting a wealth of psychometric data, is available.

18. McDaniel, E. L., *Inferred Self-Concept Judgment Scale*

From: ERIC Document Reproduction Service, P.O. Drawer 0, Bethesda, Maryland 20014. EDRS Price: $0.65 (microfiche), $6.58 (hard copy). Order ED 019 124.

An untimed measure of self-concept (as inferred) in children from preschool through the third grade. The test items are Likert-type scales where raters are asked to judge the student's view of himself. Experienced raters are necessary. No psychometric data has been provided.

19. McNamara, J. R., Poterfield, C. L., Miller, L. E. & Arnold, H. S., *Children's Projective Pictures of Self-Concept* (CPPSC)

From: Charles L. Poterfield, Head Start Program, Dade County Public Schools, Lindsey Hopkins Building, 1410 N. E. 2nd Avenue, Miami, Florida 33132

Measures general development of self-concept in preschool and kindergarten children. The test is individually administered and untimed. Test materials consist of ten plates depicting children interacting with adults or peers. In some cases the tester describes the action of the children in the picture to the subject, and in others the subject is simply presented with the picture. In each instance, the subject is to state which child in the picture is acting as he would. Male and female forms of the test are available. Some experience is required to administer the test. A test-retest reliability (Pearson) of .61 was obtained on 28 six-year-olds after 2 days. A Pearson product-moment correlation of .45 (N = 38) was obtained with a modified version of the Illinois Index of Self-Derogation (see 20).

20. Meyerowitz, J. H., *Illinois Index of Self-Derogation–Form 3*

From: Joseph H. Meyerowitz, Baylor College of Medicine, Texas Medical Center, Houston, Texas 77025

Measures self-esteem in first- and second-grade children. The test is untimed, examiner-administered to small groups. In each item, one of a pair of stick figures is described in socially desirable terms, the other in undesirable terms, and the child is asked to pick the figure most like himself. Some experience is required to administer the test. Psychometric data is not readily available; however, see 19 above. The Children's Self-Concept Index (see 14) is modeled on this instrument.

21. New York State Education Department, *Learner Self-Concept Test* (L-SC)

From: Louis T. DiLorenzo, University of the State of New York. The State Education Department, Office of Research and Evaluation, Albany, New York

Measures self-concept as a learner in regard to teachers, peers, and classroom materials in preschool children. The test is individually administered and is untimed. Test materials consist of drawings depicting classroom situations. Test items ask the child which child in the situation is most like him. Four forms of the test for white males, nonwhite males, white females, and nonwhite females are available. Some experience is required to give the test. L-SC scores have been found to have low, but significant rank order correlations of .20 (N = 294) and .9 (N = 297) with teacher ratings of self-concept. No reliability data is available.

22. Piers, E. V., & Harris, D. B., *Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself)*

From: Counselor Recordings and Tests, Box 6186 Acklen Station, Nashville, Tennessee 37212 (C. 1969)

Measures self-concept with regard to behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction in students from the third through the twelfth grades. The test is examiner-administered to groups and paced (15-20 minutes) for grades 3-6. For older students it is self-administered and untimed. The child responds yes/no as to whether statements are generally true of him. The test yields scores for each of the six factors above. No training is necessary to give the test. A correlation of .68 was obtained when scores on P-HCSCS were compared with those on the Lipsitt's Children's Self-Concept Scale. (The latter test is intended for Grades 4-6). Validity has also been demonstrated by correlations with test number 3. Test-retest reliability of .72 was obtained for 56 third graders after 4 months. Kuder-Richardson formula estimated internal consistency of .90 for 56 girls and .93 for 63 girls in Grade 3.

23. Riley, C. M. D., *Riley Preschool Developmental Screening Inventory*

From: Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025 (C. 1969)

Measures general self-concept in preschool children. The test is administered individually or in small groups and is untimed. The test is basically a variation of the Draw-A-Man Test, but scored for self-concept. Training is necessary to administer the test. A test manual is available, but no psychometric data is provided.

24. Riley, J. E., *Animal Picture Q-Sort*

From: Calvin Janssen, College of Education, Texas Woman's University, Denton, Texas 76204

Measures adequacy in sex role in children from preschool through the third grade. The test is individually administered and untimed. The child is required to sort 36 animal pictures into a seven-category normal distribution ranging from "Like me" to "Unlike me." Administering the test requires some experience. Psychometric data was not available for review.

25. Stillwell, L., *Global and Specific Self-Concept Scale (Primary)*

From: Lois Stillwell, Office of Child Study and Guidance, Akron Public Schools, 70 North Broadway, Akron, Ohio 44308

Measures general self-concept and self-role in children from the first through the third grades. The test may be examiner- or self-administered in a group and is paced. The test items are semantic differentials with points along the continuum verbally rather than numerically described. No training is necessary to give the test. Scoring is based on comparison. Psychometric data from the primary form is not yet available. (A form suitable for use with secondary school students is also available.)

26. Thomas, W. L., *The Thomas Self-Concept Values Test*

From: Educational Service Company, P. O. Box 1882, Grand Rapids, Michigan 49501; or Walter L. Thomas, CO/MES, Inc., 2510 Deurpster St., Suite 118-119, Des Plaines, Illinois 60016 (C. 1967, 1969)

Designed to measure self-values in children from prekindergarten through the fourth grade. The test is individually administered and is untimed (approximately 15 minutes). Splitting the test into two sessions is recommended for prekindergarten and kindergarten children. The measure employs bipolar adjectives to evaluate fourteen theoretical factors such as happiness, sharing, male acceptance, fear of things, etc., by having the child assume the perspective of his mother, his teacher, his peers, and himself. A picture of the child is taken and utilized in the test. Scoring provides 14 value scores and 5 self-concept scores (four referent scores—self, mother, teacher, and peer—and a total). Experience is required to administer the test. Test-retest reliabilities, obtained on 34 Head Start children after an interval of 9 to 14 days, ranged from .34 to .93 for the nineteen scores; the median coefficient was .75. Internal consistency reliabilities were obtained from pairs of the five self-concept scales and ranged from .60 to .77; average correlation was .73.

27. Woolner, R. B., *Preschool Self-Concept Picture Test*

From: RKA Publishing Co., 3551 Aurora Circle, Memphis, Tennessee 38111 (C. 1966)

Measures general and ideal self-concepts in preschool children. The test is individually administered and untimed (approximately 15 minutes). The testing materials consist of ten plates with paired pictures on characteristics which preschool children commonly attribute to themselves; e.g., clean-dirty, strong-weak, sharing-not sharing, etc. The examinees are asked to identify which person in each plate they are, and which they would like to be. Scoring produces a discrepancy score between self and ideal self; i.e., dissatisfaction with self. Some experience is necessary to give the test. Four forms are available: Negro boys, Negro girls, Caucasian boys, and Caucasian girls. Test-retest reliability coefficients were obtained over 3 testing periods for the self and ideal self measures; the smallest coefficients were .94 and .80 respectively. Content validity was determined by asking children to describe the pictures; their descriptions agreed with the intended representations. Item response frequencies are available.